

STATE TEACHERS COLLEGE
AT
LOWELL

1956-1958

THE COMMONWEALTH OF MASSACHUSETTS



STATE TEACHERS COLLEGE

AT

LOWELL



1956

1958

Accredited by:

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

Member of:

MASSACHUSETTS COUNCIL ON TEACHER EDUCATION

NEW ENGLAND TEACHER-PREPARATION ASSOCIATION

EASTERN STATES ASSOCIATION OF PROFESSIONAL SCHOOLS FOR TEACHERS

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

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The Commonwealth of Massachusetts



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 Ed.M., Harvard University
- CYRUS D. THOMPSON *Associate Professor, Music*
 B.S.Ed., Pennsylvania State College
 M.M., Eastman School of Music, University of Rochester
 Ed.D., Boston University

BARTLETT SCHOOL

- THOMAS F. MCSORLEY *Master and Principal*
 A.B., Holy Cross College
- GERTRUDE M. BAILEY *Supervising Teacher, Grade Three*
 B.S. Ed., State Teachers College at Lowell
 Ed.M., State Teachers College at Fitchburg
- ESTHER T. BURNS *Supervising Teacher, Grade Five*
 B.S.Ed., State Teachers College at Lowell
 Ed.M., Harvard University
- ELIZABETH C. COFFEY *Supervising Teacher, Grade Six*
 B.S.Ed., State Teachers College at Lowell
 Ed.M., Boston University
- DOROTHY C. EASTHAM *Supervising Teacher, Grade Six*
 B.S.Ed., State Teachers College at Lowell
- ALICE G. KIERNAN *Supervising Teacher, Grade Four*
 B.S.Ed., State Teachers College at Lowell
 Ed.M., Boston University
- ANNA C. KIERNAN *Supervising Teacher, Grade One*
 B.S.Ed., State Teachers College at Lowell
 Ed.M., Boston University
- FRANCES C. MORIARTY *Supervising Teacher, Grade Two*
 A.B., M.A., Boston University

WASHINGTON SCHOOL

- HENRY E. MCGOWAN *Master and Principal*
 B.S., Lowell Textile Institute
 Ed.M., Boston University
- MARYCLARE HAYES *Supervising Teacher, Grade Three*
 B.S. Ed., State Teachers College at Lowell
 Ed.M., Boston University

KATHERINE F. KEARNEY *Supervising Teacher, Grade Six*
 B.S.Ed., State Teachers College at Lowell
 Ed.M., Boston University

GEORGINA P. KEITH *Supervising Teacher, Grade Two*
 B.S.Ed., State Teachers College at Lowell
 Ed.M., Boston University

CATHERINE V. O'CONNOR *Supervising Teacher, Grade Four*
 B.S.Ed., State Teachers College at Lowell
 Ed.M., State Teachers College at Fitchburg

ALMA L. WARD *Supervising Teacher, Grade One*
 B.S.Ed., State Teachers College at Lowell
 Ed.M., Boston University

Appointment to be made *Supervising Teacher, Grade Five*

SUPERVISORS OF MUSIC

HELEN J. COYNE *Bartlett Junior High School
 and Washington Elementary School*
 B.S.Ed., (Music), State Teachers College at Lowell
 M.A., Suffolk University

MARY F. WALLACE *Bartlett Elementary and Junior High Schools*

WILLIAM J. NOTINI *Lowell High School*

SCHOOL SYSTEMS COOPERATING IN THE STUDENT TEACHING PROGRAM IN ELEMENTARY EDUCATION

Acton	Lexington	North Andover
Andover	Medford	Wakefield
Bedford	Methuen	Westford
Concord	Newton	Wilmington
Haverhill	(Outdoor education)	

SCHOOL SYSTEMS COOPERATING IN THE STUDENT TEACHING PROGRAM IN MUSIC EDUCATION

Acton	Lawrence	Newton
Bedford	Leominster	Tewksbury
Billerica	Littleton	Wilmington
Framingham	Maynard	Winchester
Haverhill		Woburn

PHYSICIAN AND NURSE

GEORGE J. M. GRANT, M.D.

IRENE BOURGET O'LOUGHLIN, R.N.

College Physician

College Nurse



THE STATE TEACHERS

PURPOSE AND

The State Teachers College at Lowell has as its purpose the education of men and women for teaching with specific concentration in the field of Elementary Education or of Music Education. Believing that the first requisite of a teacher is that he be an educated person, the College provides a broad program of studies and activities which emphasize cultural as well as professional development.

The curriculum is designed to guide the student to develop a philosophy based upon spiritual and moral values derived from an understanding of man's relationship to God; to understand himself and the world in which he lives; to acquire knowledge of the major fields of human interest and an integral understanding of their significance; to participate effectively and exercise leadership in group activities; to develop his creative abilities; to understand the child he is to teach; and to attain competence in teaching and in the principles and practices of the teaching profession. The Music Education curriculum in addition guides the student to develop a broad musical understanding in both the vocal and instrumental areas; and to acquire sound musicianship.

The College, located at the junction of Wilder Street and Broadway in the western section of Lowell overlooking the Merrimack River, has a seven acre campus on which are its Administration and its Arts and Sciences buildings. Resident students select from and reside in housing accommodations approved by the College.

Laboratory experiences, including student teaching, are provided in the Bartlett and Washington campus schools (public schools of the city of Lowell) and in twenty-two cooperating school systems of the Commonwealth.

Student participation in planning the over-all college program is



COLLEGE AT LOWELL

HISTORY

utilized and encouraged. A high degree of rapport between faculty and students and among students is fostered and maintained. Concern for the total development of the student is evident in the guidance program of the College and in its curriculum. The wide variety of activities and organizations sponsored by the College are designed to develop and extend the many talents: creative, dramatic, musical, and social, inherent in its students.

The education of teachers has been an objective of the State Teachers College at Lowell for many years. The development of the College reveals its constancy of purpose and its continuous concern for the improvement of teacher education. Historically, the State Teachers College at Lowell was established by the legislature of the Commonwealth of Massachusetts on January 6, 1894. Reflecting the educational philosophy and objectives of that era, the institution so created was named the Massachusetts State Normal School at Lowell. It offered a two-year teacher education program in Elementary Education. Its curriculum was expanded in 1912 to include a three-year program in Music Education. A subsequent change occurred over one and one-half decades later when the program in Elementary Education was extended to a three-year one; that in Music Education, to a four-year degree program.

Again reflecting the impact of social change and the professionalization of teacher education, the institution was granted in 1932 a change of status to that of a four-year college and vested with the authority to confer degrees. It then became the State Teachers College at Lowell with the right to confer the degree of Bachelor of Science in Education to majors either in Elementary Education or in Music Education.

In retrospect, the development of the State Teachers College at

Lowell reveals not only quantitative but also qualitative growth in the education of teachers for the Commonwealth of Massachusetts. On February 21, 1952, the College was accredited by the American Association of Colleges for Teacher Education.

Through constant evaluation and change in objectives and curriculum, and through growth in enrollment, personnel, and physical plant, the State Teachers College at Lowell continues to meet the challenge implicit in the demand for personnel of professional caliber for the public schools of the Commonwealth.

CALENDAR FOR ACADEMIC YEAR 1956-1957

FALL SEMESTER

September 4 to 7	. . . .	Freshman Orientation Program
September 10	. . . . .	Registration, A.M. and P.M.
September 11	. . . . .	Classes begin
October 15	. . . . .	Holiday
November 12	. . . . .	Holiday
November 21 to 25	. . . . .	Thanksgiving Recess
December 14 (noon) to January 1	. . . . .	Christmas Recess
January 2	. . . . .	Classes resume
January 16 to 17	. . . . .	Reading Period
January 18 to 24	. . . . .	Final Examinations
January 25 to 29	. . . . .	Winter Recess

SPRING SEMESTER

January 30	. . . . .	Registration, A.M. and P.M.
January 31	. . . . .	Classes begin
February 22	. . . . .	Holiday
April 13 to 21	. . . . .	Spring Recess
April 22	. . . . .	Classes resume
May 27 to 28	. . . . .	Reading Period
May 29 to June 5	. . . . .	Final Examinations
May 30	. . . . .	Holiday
June 7	. . . . .	Class Day
June 9	. . . . .	Baccalaureate A.M. Commencement P.M.

CALENDAR FOR ACADEMIC YEAR 1957-1958

FALL SEMESTER

September 10 to 13	. . . .	Freshman Orientation Program
September 16	. . . . .	Registration, A.M. and P.M.
September 17	. . . . .	Classes begin
October 14	. . . . .	Holiday
November 11	. . . . .	Holiday
November 20 to 24	. . . . .	Thanksgiving Recess
December 13 (noon) to January 1	. . . . .	Christmas Recess
January 2	. . . . .	Classes resume
January 20 to 21	. . . . .	Reading Period
January 22 to 28	. . . . .	Final Examinations
January 20 to February 2	. . . . .	Winter Recess

SPRING SEMESTER

February 3	. . . . .	Registration, A.M. and P.M.
February 4	. . . . .	Classes begin
April 4	. . . . .	Holiday
April 11 to 20	. . . . .	Spring Recess
April 21	. . . . .	Classes resume
May 26 to 27	. . . . .	Reading Period
May 28 to June 4	. . . . .	Final Examinations
May 30	. . . . .	Holiday
June 6	. . . . .	Class Day
June 8	. . . . .	Baccalaureate, A.M. Commencement, P.M.

(Calendar subject to change.)

GENERAL INFORMATION

ADMISSION*

Application for Admission

Every candidate for admission to the State Teachers College at Lowell is required to submit to the College:

1. A completed form entitled *Application for Admission to a State Teachers College*.

2. Through the high school principal, his high school record on a form entitled *High School Record* which includes *Ratings of Personal Characteristics*.

These forms may be obtained from the high school or college and should be filed early in the senior year, particularly in the cases of certified or upper quarter students.

Time of Admission

1. Certified applicants, *Plan I* below, and upper quarter applicants, *Plan II* below, may file an application and may be admitted provisionally on or after October 1 of the senior year. Final acceptance is contingent on the maintenance of a high school record for the first two marking periods or the first half of the senior year which meets the requirements of Plan I or Plan II.

Plan I and *Plan II* candidates whose applications are received on or after the date of the admission of any examination may be admitted immediately if there is no waiting list (*See p. 14, Waiting Lists*). If there is a waiting list, the procedure outlined in *Waiting Lists* applies.

2. Applicants not certified nor in the upper quarter may submit applications on or after October 1 of the senior year, but must await the results of examinations before being accepted for admission. It is to the advantage of these candidates to submit their applications in advance of the first examination, but applications will be accepted for the succeeding examinations.

General Qualifications

Every candidate for admission as a regular student must meet the following requirements:

HEALTH. The candidate must be in good physical condition and free from any disease, infirmity, or other defect which would render him unfit for public school teaching. A statement from the family physician and examination by the college physician are required evidences in this regard.

*The following are regulations taken from the *Bulletin of Information for 1956 for the State Teachers Colleges and the Massachusetts School of Art*. Issued by the Department of Education, Commonwealth of Massachusetts.

HIGH SCHOOL GRADUATION. The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

COMPLETION OF FIFTEEN UNITS OF HIGH SCHOOL WORK. The *High School Record* must show the completion of fifteen units accepted by the high school in fulfillment of graduation requirements or the candidate must present evidence of equivalent preparation.

A unit represents a year's study in any subject of a secondary school so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation.

PERSONAL CHARACTERISTICS. The *Rating of Personal Characteristics* and the moral character of the candidate must, in the judgment of the president of the College, warrant the admission of the candidate.

Methods of Admission

PLAN I, ADMISSION BY CERTIFICATE. The privilege of certification is extended to public and private schools and academies in the Commonwealth of Massachusetts. The Teachers Colleges will accept the certifying grade regularly established by the individual school for college entrance. Units of certification will be determined on the same basis as units of credit, subject to the restrictions described below.

The Massachusetts Department of Education reserves the right to withdraw the privilege of certification from any institution when its students fail to measure up to the standards required by the Department. The responsibility of the high school will continue through the freshman year in the Teachers College.

Admission by certificate is granted to candidates who present work of certifying grade in twelve units as follows: seven from the prescribed list (1) below and five others from the list given under (2) below. The number of units offered for certification is subject to the restriction of (2) below. The additional three units of the fifteen required units may consist of any work which the high school accepts in partial fulfillment of its graduation requirements. Personal interviews are required.

1. Prescribed Units (Seven). The prescribed units are: English, three units; American History and Civics, one unit; Algebra, one unit; Geometry, one unit; Science, one unit.

2. Distribution of units for Certified Applicants. The units must be so distributed that the number offered in any field, including the prescribed units, shall not be more than the following: English, three units; Social Studies, four units; Science, three units; Foreign Language, five units (no credit accepted for less than two units of any one language); Mathematics, three units; Business Subjects, two units; Fine and Practical Arts, two units (one additional unit beyond the maximum may be granted in Music to candidates applying for admission to the

program in Music Education) ; Home Economics, two units; and Physical Education, one unit.

In the case of subjects which continue for two years, the grade for the last year must be a certificating grade in order that both units may be accepted for certification. If the subjects continue for three or four years, the grade for one other year, as well as the grade for the last year, must be a certificating grade in order that three or four units may be accepted for certification.

In the case of English, only three units will be accepted among the required twelve units. A fourth unit of English may be accepted as one of three additional units.

PLAN II, ADMISSION BY UPPER QUARTER STANDING. Students in the upper quarter of the high school or college preparatory class are eligible for admission without examination, provided that they have completed fifteen units, and have received passing grades in the seven units listed as *Prescribed Units*. Personal interviews are required.

PLAN III, ADMISSION BY EXAMINATION. Students who are not eligible for admission by certificate or by reason of upper quarter standing, as described in the foregoing, but who possess a high school diploma or its equivalent, and are interested in teaching, may be admitted to the College on the successful completion of aptitude tests prescribed by the Massachusetts Department of Education. Personal interviews are required. If the result of the personal interview is favorable, the standing of the applicant will be determined by the scholastic and personality records and examination scores.

ADMISSION OF STUDENTS TO THE PROGRAM IN MUSIC EDUCATION. Students seeking admission to the program in Music Education, in addition to meeting the regular requirements for admission, are required to pass a music aptitude test and demonstrate ability in music. Details in regard to the types of tests and examinations to be used may be obtained from the College.

WAITING LISTS. If the number of applicants qualified for admission, following the administration of any of the entrance examinations, exceeds the number that the facilities of the College will accommodate, the scholastic records and the rating of personal characteristics of *all* applicants, excepting those who have already been provisionally or finally admitted, (*See p. 12, Time of Admission*) will be evaluated in accordance with the method stated below:

1. Scholarship will be allowed a maximum of seventy-five points for fifteen units of work.

2. Personality will be allowed a maximum of twenty-five points.

As a basis for computing the total score from the scholastic record, as submitted by the high school principal, a mark of *A* will be allowed five points; *B*, four points; *C*, three points; *D*, two points.

As a basis for computing the personality record, which includes ten characteristics exclusive of health, a mark of *Excellent* will be

allowed two and one-half points; *Good*, two points; *Fair*, one and one-half points; *Poor*, one point.

Certified candidates and upper-quarter candidates will be admitted first and in that order, as determined by their total scholastic and personality rating scores.

Candidates for admission by examination will then be admitted in order of their standing as determined by their total scholastic and personality rating and examination scores.

Waiting lists will remain in force until after the succeeding examination when new waiting lists will be established. Vacancies occurring between examinations will be filled from the established list.

Place and Time of Examinations

Regular examinations are given in any of the State Teachers Colleges as scheduled below. Candidates are reminded, however, that the full complement of students may be admitted as a result of the January examinations and that the number admitted later may be limited to replacements for withdrawals. Students who seek admission to this College and who wish to take examinations at any one of the other Teachers Colleges should notify in advance the president of this College.

THE SCHEDULE OF APTITUDE TESTS FOR 1957 (all day beginning at nine o'clock is as follows:

1. Music Aptitude Tests are given only at the State Teachers College at Lowell on January 24, March 21, June 3, and September 4.
2. Scholastic Aptitude Tests are given at all the State Teachers Colleges on January 25, March 22, June 4, and September 5.

Admission as Advanced Students

Students who have attended or are graduates of normal schools or colleges may be admitted as regular or advanced students, under conditions approved by the Massachusetts Department of Education.

Opening of the College Year

The college year for 1956-57 begins on September 10, 1956 and for 1957-58, on September 16, 1957.

DEGREE PROGRAMS

The State Teachers College at Lowell offers two programs in teacher education in which the degree of Bachelor of Science in Education is conferred. These programs provide for specialization either in Elementary Education or in Music Education.

Length of Degree Programs

All undergraduate curricula offered are four years in length and lead to the Bachelor's degree. The degree of Bachelor of Science in Education is awarded for the four-year program in all of the State Teachers Colleges.

Academic Requirements

A system of quality points is in force in all of the State Teachers Colleges. Under this system, grades will be given the following values: *A*, 4.0 to 5.0; *B*, 3.0 to 3.9; *C*, 2.0 to 2.9; *D*, 1.0 to 1.9; *E*, 0.

The number of quality points which a student receives in a course is determined by multiplying the total number of semester hours in the course by the corresponding number of quality points, e.g., a six semester hour course with a rating of 4.0 has a value of twenty-four quality points. The average is computed by dividing the total number of quality points by the total number of semester hours.

The average of the grades required for promotion or graduation is 2.0. Students with an average of less than 2.0 must withdraw from college unless permission to repeat the year is given by the Director of the Teachers Colleges on the recommendation of the president for such reasons as illness, home difficulties, etc.

Incomplete grades must be made up within eight weeks after the opening of the following semester. (No course may be marked *Incomplete* unless eighty per cent of the work has been done at the time of discontinuance.)

The determination of quality points is made at the end of each college year and, excepting when the year is repeated, the number of points is not affected by grades in courses subsequently taken and passed.

Grades of *E* can never be removed, but the subjects in which they have been received must be repeated and passed, or, in the case of electives, other approved courses must be taken and passed either in approved summer sessions, or, when possible, during the regular college year. Continuing subjects, in which *E* grades have been received, must be successfully repeated before the student may take advanced work.

The grade for a repeated or alternate course will be recorded in the college records as follows: *Repeated or alternate course* . . .
 . . . passed at . . . with a grade of . . .
(Name) (College)

EXPENSES

The following summary indicates as nearly as possible the regular expenses for which each student must plan in an annual budget.

Tuition Fees for Residents of Massachusetts

For full-time students, the tuition is \$100.00 a year payable in two installments at the beginning of each semester.

For part-time students, the tuition is \$3.50 a semester hour.

For students enrolled in Extension and Summer courses, the tuition is \$10.00 a semester hour.

Tuition Fees for Non-Residents of Massachusetts

For full-time students, the tuition is \$400.00 a year payable in two installments at the beginning of each semester.

For students enrolled in Extension and Summer courses, the tuition is \$15.00 a semester hour.

Registration Fee

Each applicant for admission to the College must pay a registration fee of \$10.00 following notification of acceptance of admission. This fee will be deducted from the tuition of students who attend and will be forfeited by those who do not attend. Refunds for students leaving the college within six weeks after the beginning of the semester will be based on the regularly established schedule of refunds, minus the registration fee.

Textbooks and Supplies

Students are expected to purchase all necessary textbooks and supplies, at an approximate expense of \$50.00 a year.

Music Education Program Expenses

For students in the program in Music Education there may be additional expenses to cover vocal instruction and instruments, detailed information on which may be had from the College.

Veterans

A veteran enrolling in the College for the first time under the G.I. Bill of Rights, or transferring from another college, must present to the bursar his certificate of eligibility issued by the Veterans Administration or pay his tuition and fees in cash.

Veterans transferring from another college or changing courses may have to go through the Veterans Administration's counselling service before securing a supplemental certificate of eligibility and should allow a month or more for this procedure.

The subsistence allowance will begin on the date of enrollment or the effective date of the certificate of eligibility, whichever is later. For example, if the certificate of eligibility is obtained after enrollment, the effective date will be the date of application. For this reason it is especially important that the veteran take care of this matter *before* enrolling in the College.

The College also welcomes veterans of the Korean War under Public Law 550. Under this law the veteran will pay his tuition and fees at the time of registration just as non-veteran students do.

EXTENSION PROGRAM

There is a late afternoon and evening Extension Program at the College during the Fall and Spring semesters. The program offers courses on the graduate and undergraduate levels. There is also a six-week daytime Summer Extension Program. Applications and requests for information should be addressed to the Director of Extension Studies.

COLLEGE SERVICES AND ACTIVITIES

GUIDANCE PROGRAM

The guidance program of the College reflects its concern for the personal as well as the academic and professional development of its students. The program, both formal and informal in nature, guides the student from his initial adjustment to college life to his entrance into the teaching profession. Emphasis is placed on assisting the student to become a stable, mature person capable of analyzing his own problems objectively and of making intelligent choices and decisions.

The guidance of students in both academic and personal problems is the particular responsibility of the Dean of Men and the Dean of Women. However, faculty-student rapport is such that other staff members give generously of their time to assist students with problems.

The program of orientation for freshmen is initiated the week preceding the opening of college. The plans for this particular week are developed by a faculty-student committee to help the freshman student to adjust to the academic and social life of the college and to permit the college to plan for the academic needs of the student.

Academic adjustment is facilitated by a testing program designed to appraise the student's capacity for learning and his ability in the areas of English, reading, mathematics, and music. The results of these tests are used as the basis for the establishment of remedial courses in the subject areas measured. These are non-credit courses which are scheduled as part of the student's regular program.

Social adjustment is aided by upper-class members who help to orient the freshman student to the campus, to college activities and organizations, and who introduce him to the faculty. Social activities, such as coffee hour and a sports program, aid him in becoming acquainted with the members of his class.

All freshman students are required to attend the course *Orientation to College* one class hour a week throughout the year as an integral part of the guidance program. The plan for this course is quite flexible and is developed according to the particular needs of the class. The Dean of Women serves as the course coordinator but other faculty members participate and contribute to the program. This course is supplemented by individual conferences with the student. The results of the testing program are discussed with the student. Performance in the various tests is discussed in light of the student's evaluation of the test record. Attention is directed to weaknesses as well as to strengths and the student is encouraged to assume responsibility for the remediation of any weakness revealed.

Conferences with the individual student are continued throughout the four years of college. Particular attention is given to such a conference at mid-semester. At that time, each student whose level of per-

*Search for
Truth . . .*



*Raise High
Your Voices . . .*



*Learning
Together . . .*



formance indicates the possibility of failing a course is interviewed first by the faculty member giving the course and then by the respective dean.

Data on the health and physical well-being of the student are gathered from periodic examinations by the college physician and from interviews by the college nurse and members of the Department of Health and Physical Education. When the presence of a physical aberration is revealed, recommendation for correction is made to the student and a follow-up procedure employed.

Guidance in professional development and placement, while primarily the responsibility of the Director of Student Teaching and Placement, is an integral phase of the guidance program of the college. The liaison existing between the respective deans and the Director of Student Teaching permits optimum use of data relevant to the personal and academic development of a student and provides continuity in the guidance of his professional development.

An informal aspect of the guidance program appears in the role of the faculty advisor. Each class selects one of the faculty as honorary member and advisor. In this capacity, he guides the group in its extra-curricular activities and many times serves the needs of the individual class members. Faculty advisors are also selected by all student organizations and serve the needs of these groups in a similar manner.

ACADEMIC AWARDS

Silver Key Award

The Student Government Association annually awards at Commencement the Silver Key to three seniors selected on the basis of outstanding qualities of character, leadership, academic standing in the upper fifth of the class, and loyalty to the College.

Degrees With Distinction

Degrees *With Distinction* are conferred at Commencement upon seniors who have maintained an academic average of 3.8 or better for the four years.

LIBRARY

The College Library is located on the second floor of the Administration Building and houses a collection of 16,000 books on open shelves in its main room. Other sections of the library offer facilities for listening to music, a browsing area, an educational resources room which contains elementary school texts, children's books, sample tests, and other material useful to the student teacher, and a periodical reference room which contains magazines both in their original state or on microfilm. Services include the loan of books, pamphlets, film-strips, and recordings to registered borrowers.

STUDENT ORGANIZATIONS

The College offers twelve student organizations in which its student body may elect membership according to special interests and abilities. Students are free to become members of whichever club or clubs appeal to them and for which they are qualified beginning in the freshman year. There are no class restrictions except for *The Knoll* which is reserved for seniors. In this way, students begin at once to participate in extra-curricular programs, thus developing the qualities of cooperation, initiative, and general leadership which are essential to a teacher, plus the special skills and talents which might otherwise lie dormant. Of no less importance is the recreational value of these activities which is vital to the mental as well as to the physical health of the students. Each of the clubs is autonomous, having a faculty member present in an advisory capacity.

Student Government Association

The Student Government Association provides self-government of the student body and promotes all student activities of the College. All other student organizations must comply with the general laws formulated by the Student Government.

Campus Star

The *Campus Star* is the college newspaper, staffed by student editors who are carefully selected by performance of definite assignments. The paper is published regularly throughout the academic year. Students have ample opportunity to learn reporting, layout, and all the other journalistic skills necessary for newspaper work. They also establish pleasant working relationships with their community newspapers.

Drama Club

The Drama Club aims to develop an appreciation of the theater, to present plays, and to provide enjoyment through self-expression. In addition to its own dramatic productions, the Club assists the music department in the staging of its operettas and other musical programs which involve stage and dramatic skills. Students not interested in acting participate in the lighting, makeup, scenery, and other backstage activities essential to dramatic production.

Iona Fellowship

The Iona Fellowship, an organization open to Protestant students, is held in conjunction with students of the Lowell Technological Institute and of the Lowell General Hospital. Meetings are held twice a month at a church in Lowell at which time ministers from local churches are invited to lecture and lead discussion groups. A worship service is included, led by the president of the organization. Participation in the University of Life is one of the activities of this club.



Playtime . . .

*Dramatic
Interlude . . .*



*The Long
Reach . . .*

Men's Athletic Association

The MAA offers extra-curricular activities in the form of wholesome athletic games and recreational opportunities. The program includes football, basketball, volleyball, badminton, horseshoes, and ping-pong. Special events include a dance, a Sports Night, and an annual banquet. All activities contribute to the development of qualities of leadership and team work. Students who qualify may obtain Red Cross lifesaving certificates and officials' licenses in football and basketball.

Music Educators National Conference, Student Chapter 201

The MENC, Student Chapter 201, is open to all students majoring in Music Education and to any other student actively interested in music. Membership in the MENC includes membership in the state musical organization, the Massachusetts Music Educators Association, and in the national musical organization, the Music Educators National Conference. Student members of the MENC enjoy the privilege of participating in state and national musical conferences sponsored by the parent organizations. Also, the student members are entitled to receive the publications of these professional groups. By participating in these musical activities, the student enhances his professional training as a future music teacher or supervisor.

As a college group, the Student Chapter sponsors shows, operettas, and entertainment for school functions, hospitals, orphanages, and other organizations. This music club has established an MENC Loan Fund to assist worthy and needy members with their college expenses. The Student Chapter sends members as delegates of the college to state and national conferences. The group is most active on the campus in collegiate functions and in music conferences at the state and national levels.

Newman Club

The purpose of the Newman Club is to provide for the spiritual needs of Catholic students and at the same time to extend their social and educational experiences. The program of activities includes lectures, dances, a Christmas party for orphans, Communion breakfasts, and a Day of Recollection. Meetings are held jointly with the students of Lowell Technological Institute in the parish hall of a church in Lowell under the direction of a chaplain.

Pegasus

Pegasus is a literary publication of the College and is published bi-annually under the auspices of the Student Government Association. A student staff, chosen each year from carefully selected members of the student body and designated the College Literary Magazine Staff, guides the publication of *Pegasus*. Material for the magazine is chosen from stories, poems, and essays submitted by the students in an effort to stimulate and further the development of their creative ability.

Science Club

The Science Club gives students an opportunity to increase their knowledge of the theory and application of the various sciences by means of speakers, field trips, demonstrations, and individual projects. Members have the privilege of utilizing the laboratory equipment in other than class hours.

Student Library Committee

The Student Library Committee acts as a liaison between the student body, the faculty library committee, and the college librarian. It provides students with an opportunity to assist in policy making and to gain intimate and practical knowledge of the functional problems of the library.

The Knoll

This organization is limited to members of the Senior Class engaged in the publication of the Yearbook. Its purpose is to produce a book of such quality as befits the permanent historical record of the class in pictorial and literary style. All members of the editorial staff have the opportunity of working with the publisher on layout and of contributing original work to the literary, artistic, and business departments of the Yearbook.

Women's Recreational Organization

The WRO offers to all women students a time to relax and enjoy themselves with other members of the college. For those who enjoy participation in sports, there are several activities: archery, badminton, basketball, bowling, horseback riding, lifesaving, ping-pong, softball, swimming, tennis, and volleyball. Others may take part in the administrative aspects of the program such as timing and scoring. Instruction in coaching is offered. Among the social activities of the group are an annual banquet at which letter awards are made and a winter weekend at a winter sports resort.

PROGRAMS OF STUDY

CURRICULUM DESIGN FOR THE

	FRESHMAN YEAR	SOPHOMORE YEAR
GENERAL EDUCATION	<ol style="list-style-type: none"> 1. To develop the understandings and skills related to effective written communication. 2. To develop the understandings and skills related to effective oral communication. 3. To study significant literary works of the ancient and medieval worlds both for the message they convey and the periods they represent. 4. To develop an understanding of the growth and development of social, political, and economic institutions in the history of man. 5. To perceive the relationship between the principles of the biological sciences and the life of man. 6. To perceive the basic principles of the science of number systems. 7. To cultivate an appreciation of music and art, and an understanding of the contributions of the fine arts to mankind. 8. To develop an insight into the fundamental principles of psychology. 9. To participate in recreational activities. 10. To acquire knowledge with regard to the care and personal well-being of the individual. 11. To become oriented to college life. 	<ol style="list-style-type: none"> 1. To study significant literary works from the Renaissance to modern times both for their message and the period of cultural history they represent. 2. To develop an understanding of the growth of social, political, and economic institutions in America. 3. To develop an understanding of the growth and development of the federal and state governments of the United States. 4. To perceive the relationship between the principles of the physical sciences and the life of man. 5. To study the principles of geography and gain further insight into man's world environment. 6. To participate in recreational activities and to become acquainted with the knowledge of and skills in applying first aid.
PROFESSIONAL EDUCATION	<ol style="list-style-type: none"> 1. To become oriented to future professional experiences. 	<ol style="list-style-type: none"> 1. To develop understandings relative to the purposes, function, organization, and administration of education in the American society. 2. To develop insight into the role of the child in the educative process and the interrelationship of factors which affect his development.

PROGRAM IN ELEMENTARY EDUCATION

JUNIOR YEAR	SENIOR YEAR
	<ol style="list-style-type: none"> 1. To perceive the need for corrective measures, applied by specialists and/or non-specialists that will lead to more effective oral communication. 2. To examine and gain insight into the principles involved in man's life as a social being. 3. To participate in recreational activities. 4. To appraise one's cultural and professional interests and needs, and to extend and refine one's understanding and knowledge through individual selection of further experiences in the areas of Art, Languages, Literature, Music, Science, Social Sciences, Education, Psychology, and Philosophy.
<ol style="list-style-type: none"> 1. To perceive the relationship existing between the purposes of education in American society and those specific to the elementary school. 2. To develop the understanding that the curriculum is the total experience which children undergo in the elementary school and which should be so designed as to effect optimum development for each child. 3. To develop an understanding of the teaching-learning process as it affects the development of children with differing levels of ability and maturity. 4. To acquire ability in the selection, organization, guidance, and evaluation of educative experiences which emphasize unity of learning and provide for the development of a variety of learning outcomes. 5. To develop ability in the selection and application of instructional principles, procedures, and materials which will facilitate the development of the child in communicative and social understandings and abilities, quantitative and scientific concepts, healthful living, and creative expression. 6. To extend insight into, and develop facility in the application of, the basic principles of child development, curriculum, and teaching through a practicum in student teaching. 7. To achieve increasing maturity and responsibility in the guidance of the total learning of children in the elementary school. 	<ol style="list-style-type: none"> 1. To develop an understanding of the ethics of the teaching profession, the legal responsibilities of teachers, and to provide for the evaluation of all professional experiences in preparation for teaching. 2. To develop insight into the special abilities and disabilities of exceptional children and to develop an understanding of principles basic to the selection and guidance of their curriculum experiences. 3. To develop an understanding of the purpose and function of audio-visual materials in the teaching-learning situation, to recognize principles basic to their use, and to appraise critically their contribution to the development of children. 4. To develop an understanding of the purpose and function of evaluation in the elementary school; of types of measuring techniques to be employed; and to acquire facility in the selection or construction, administration and scoring, analysis and interpretation of evaluative instruments. 5. To develop insight into the historical forces and philosophical systems which have influenced the development of American education and which may serve as bases for the development of a personal philosophy of education.

CURRICULUM FOR PROGRAM

FRESHMAN YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>
<i>General Education</i>			
Eng. 303		Prin. of Effective Writing	3
	Eng. 311	Literary Heritage I	3
Sp. 331	Sp. 332	Oral Communication	1
Hist. 901	Hist. 902	History of Western Civ. . . .	6
Sci. 801	Sci. 802	Biological Science	6
	Math. 812	General Mathematics	3
Art 101		Art Appreciation	3
	Mu. 601	Music Appreciation	3
Psych. 701		General Psychology	3
Phys. Ed. 401	Phys. Ed. 402	Physical Education	1
Health Ed. 411		Personal-Community Health	2
Orient. 001	Orient. 002	Orientation to College	0
<i>Professional Education</i>			
Orient. 001	Orient. 002	Orientation to College	0
			34

SOPHOMORE YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>
<i>General Education</i>			
Eng. 312		Literary Heritage II	3
	Eng. 313	Literary Heritage III	3
Hist. 904		United States History	3
	Gov. 911	United States Government	3
Sci. 803	Sci. 804	Physical Science	6
Geog. 921	Geog. 922	Principles of Geography	6
Phys. Ed. 403		Physical Education	½
	Health Ed. 412	Standard First Aid	½
<i>Professional Education</i>			
Ed. 201		Introduction to Education . ✓ .	2 ✓
	Ed. 202	Child Growth and Development . ✓	3 ✓
			30

IN ELEMENTARY EDUCATION

JUNIOR YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>
<i>General Education</i>			
<i>Professional Education</i>			
Ed. 221		Comm. Arts: Reading in the Elementary Curriculum	3
Ed. 222		Comm. Arts: Language Arts in the Elem. Curriculum	2
Ed. 223		Social Studies in the Elementary Curriculum	2
Ed. 224		Arithmetic in the Elementary Curriculum	2
Ed. 225		Science in the Elementary Curriculum	2
Ed. 226		Health and Phys. Ed. in the Elementary Curriculum	2
Ed. 227		Art in the Elementary Curriculum	2
Ed. 228		Music in the Elementary Curriculum	3
Ed. 229		Observation of Children in the Elementary School	0
	Ed. 251	Student Teaching in the Elementary School	12
			30

SENIOR YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>
<i>General Education</i>			
Sp. 333		Speech in Education	2
Soc. 931		Principles of Sociology	3
Phys. Ed. 404	Phys. Ed. 405	Physical Education	1
Electives	Electives	(From all areas)	12
<i>Professional Education</i>			
Ed. 261		Educational Seminar	2
Ed. 262		Meeting Special Needs and Abilities Through Reading	3
	Ed. 263	Audio-Visual Aids to Learning	2
	Ed. 264	Educational Tests and Measurements	2
	Ed. 265	History and Philosophy of Education	3
			30
124 semester hours required for the B.S.Ed. degree.			

CURRICULUM DESIGN FOR THE

	FRESHMAN YEAR	SOPHOMORE YEAR
GENERAL EDUCATION	<ol style="list-style-type: none"> 1. To develop the understandings and skills related to effective written communication. 2. To develop the understandings and skills related to effective oral communication. 3. To study significant literary works of the ancient and medieval worlds both for the message they convey and the periods they represent. 4. To develop an understanding of the growth and development of social, political, and economic institutions in modern times. 5. To perceive the basic principles of the science of number systems. 6. To cultivate an appreciation of art and an understanding of the contributions of the fine arts to mankind. 7. To develop an insight into the fundamental principles of psychology. 8. To participate in recreational activities. 9. To acquire knowledge with regard to the care and personal well-being of the individual. 10. To become oriented to college life. 	<ol style="list-style-type: none"> 1. To study significant literary works from the Renaissance to modern times both for their message and the period of cultural history they represent. 2. To perceive the relationship between the principles of physical science and an understanding of sound. 3. To acquire an appreciation of music through an historical perspective and the study of the styles and forms of musical literature. 4. To participate in recreational activities and to become acquainted with the knowledge of and skills in applying first aid.
BASIC MUSIC	<ol style="list-style-type: none"> 1. To understand and acquire skill in the fundamentals of music, including sight singing, ear training, and elementary harmony. 	<ol style="list-style-type: none"> 1. To continue the study of harmony and ear training, with form and analysis, keyboard harmony, piano accompaniments, and creative writing.
MUSIC PERFORMANCE	<ol style="list-style-type: none"> 1. To acquire an understanding of and skill in the techniques of string and woodwind instruments. 2. To develop such functional proficiency in the use of the piano as is required for teaching in the public schools. 3. To participate in large and small instrumental and vocal ensembles. 	<ol style="list-style-type: none"> 1. To acquire skill in the use of basic techniques of conducting. 2. To continue development of skill in the functional use of the piano. 3. To participate in large and small instrumental and vocal ensembles.
PROFESSIONAL EDUCATION	<ol style="list-style-type: none"> 1. To become oriented to future professional experiences. 	<ol style="list-style-type: none"> 1. To develop understandings relative to the purposes, function, organization, and administration of education in the American society. 2. To develop insight into the role of the child in the educative process and the interrelationship of factors which affect his development.

PROGRAM IN MUSIC EDUCATION

JUNIOR YEAR	SENIOR YEAR
<ol style="list-style-type: none"> 1. To experience rhythmic activities including folk dancing. 	<ol style="list-style-type: none"> 1. To understand the institutions of federal and state government through a study of the history of the United States. 2. To examine and gain insight into the principles involved in man's life as a social being. 3. To participate in recreational activities. 4. To appraise one's cultural and professional interests and needs, and to extend and refine one's understanding and knowledge through individual selection of further experiences in the areas of Art, Languages, Literature, Music, Science, Social Sciences, Education, Psychology, and Philosophy.
<ol style="list-style-type: none"> 1. To study sixteenth century contrapuntal writing and to acquire skill in original scoring for one to four voices and choral arranging. 	<ol style="list-style-type: none"> 1. To acquire skill in writing for band orchestral instruments, individually and in combination, and in arranging for school instrumental ensembles.
<ol style="list-style-type: none"> 1. To acquire an understanding of and skill in the performance techniques of brass instruments. 2. To understand the organization and training of choral groups and to develop skill in the techniques of choral conducting. 3. To develop proficiency in the use of vocal and choral techniques. 4. To maintain and extend skill in the functional use of the piano. 5. To participate in large and small instrumental and vocal ensembles. 	<ol style="list-style-type: none"> 1. To acquire skill in the performance techniques of percussion instruments. 2. To understand the organization and training of instrumental groups and to develop skill in the techniques of instrumental conducting. 3. To develop a major instrumental or vocal skill through performance. 4. To participate in large and small instrumental and vocal ensembles.
<ol style="list-style-type: none"> 1. To develop understanding of and skill in methods of elementary education, supplementing this with student teaching in an elementary classroom. 2. To develop those understandings and skills necessary in guiding music experiences in the elementary school. 3. To develop facility in the application of the basic principles of music education through a practicum in student teaching in the elementary school. 4. To develop those understandings and skills necessary in guiding music experiences in the secondary schools. 	<ol style="list-style-type: none"> 1. To develop insight into the historical forces and philosophical systems which have influenced the development of American education and which may serve as bases for the development of a personal philosophy of education. 2. To obtain experience in student teaching and observation in music education in the secondary schools. 3. To understand the modern philosophy and techniques of supervision in music education and to develop skill in their application.

CURRICULUM FOR PROGRAM

FRESHMAN YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>
<i>General Education</i>			
Eng. 303		Prin. of Effective Writing	3
	Eng. 311	Literary Heritage I	3
Sp. 331	Sp. 332	Oral Communication	1
Hist. 903		Modern European History	3
	Math. 813	General Mathematics	2
Art 101		Art Appreciation	3
	Psych. 701	General Psychology	3
Phys. Ed. 401	Phys. Ed. 402	Physical Education	1
	Health Ed. 410	Personal Health	1
Orient. 001	Orient. 002	Orientation to College	0
<i>Basic Music</i>			
Mu. 621	Mu. 622	Theory I	6
<i>Music Performance</i>			
Mu. 631		Instrumental Class: String	2
	Mu. 633	Instrumental Class: Woodwind	2
Mu. 651	Mu. 652	Functional Piano	2
Mu. 661	Mu. 662	Ensemble	2
<i>Professional Education</i>			
Orient. 001	Orient. 002	Orientation to College	0
			34

SOPHOMORE YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>
<i>General Education</i>			
Eng. 312		Literary Heritage II	3
	Eng. 313	Literary Heritage III	3
Sci. 805		Physical Science	3
Mu. 603	Mu. 604	Music History and Literature	6
Phys. Ed. 403		Physical Education	1/2
	Health Ed. 412	Standard First Aid	1/2
<i>Basic Music</i>			
Mu. 623	Mu. 624	Theory II	6
<i>Music Performance</i>			
	Mu. 641	Elementary Conducting	3
Mu. 653	Mu. 654	Functional Piano	2
Mu. 663	Mu. 664	Ensemble	2
<i>Professional Education</i>			
Ed. 201		Introduction to Education	2
	Ed. 202	Child Growth and Development	3
			34

IN MUSIC EDUCATION

JUNIOR YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>
<i>General Education</i>			
Phys. Ed. 407		Rhythmic Activities	1
<i>Basic Music</i>			
	Mu. 626	Theory III	3
<i>Music Performance</i>			
	Mu. 635	Instrumental Class: Brass . . .	2
Mu. 642		Advanced Conducting	3
Mu. 643	Mu. 644	Vocal and Choral Techniques . .	6
Mu. 655	Mu. 656	Functional Piano	2
Mu. 665	Mu. 666	Ensemble	2
<i>Professional Education</i>			
Ed. 229		Obs. of Child. in Elem. Sch. . .	0
Ed. 241		Role of Tchr. in Elem. Class. . .	4
	Ed. 252	Student Tchg. in Elem. Class. . .	2
Mu. Ed. 671		Music Methods in Elem. Sch. . .	3
	Mu. Ed. 681	Student Teaching: Music in the Elementary School	2
	Mu. Ed. 672	Music Methods in the Secondary School	3
			33

SENIOR YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>
<i>General Education</i>			
Hist. 905		U. S. History and Gov't. . . .	3
	Soc. 931	Principles of Sociology	3
Phys. Ed. 404	Phys. Ed. 405	Physical Education	1
Elective		(From all areas)	3
<i>Basic Music</i>			
Mu. 628		Theory IV	3
<i>Music Performance</i>			
	Mu. 636	Instrumental: Percussion. . . .	2
Mu. 638		Instru. Organ. and Conduct. . .	2
Mu. 658	Mu. 659	Major Performance	3
Mu. 667	Mu. 668	Ensemble	2
<i>Professional Education</i>			
	Ed. 265	Hist. and Phil. of Educ. . . .	3
	Mu. Ed. 675	Sup. of Music Education	3
Mu. Ed. 682		Student Teaching: Music in the Secondary School . .	2
	Mu. Ed. 683	Music at all Levels	2
			32

133 semester hours required for the
B.S. Ed. degree.

COURSES OF INSTRUCTION

The courses offered are listed in alphabetical order according to departments. The course numbers have the following meaning:

FIRST NUMERAL. The first numeral in a course number indicates the department in which the course is offered, i.e.,

0 - Orientation	5 - Modern Language
1 - Art	6 - Music
2 - Education	7 - Philosophy and Psychology
3 - English	8 - Science and Mathematics
4 - Health and Physical Education	9 - Social Science

SECOND AND THIRD NUMERALS. The second and third numerals indicate the sequence of course offerings in a given department.

ELECTIVE OFFERING. An asterisk appearing after the title of a course indicates an elective offering

001-002. Orientation to College

Guidance is given in the development of skills both academic and social which facilitate adjustment to college life. The student is assisted in self appraisal through utilization of the results of the Freshman Orientation testing program. Through an overview of the curriculum design he is oriented to future professional experiences.

MARY E. MCGAUVAN

Non-credit.

DEPARTMENT OF ART

DEMERRITTE A. HISCOE

Art 101. Art Appreciation

This course acquaints the student with the language of art and the tools for exercising judgment. A broad background of recognized art work is attained.

DEMERRITTE A. HISCOE

Three semester hours.

Art 102. Art Materials and Techniques*

Creative experiment in the use of art materials, techniques, scientific information, and design are studied in relation to aesthetic expression. Emphasis is placed upon understanding rather than skill in production.

DEMERRITTE A. HISCOE

Three semester hours.

Art 103. History of Art*

The history of man's social and cultural growth as it was expressed in many art forms is studied as a means for understanding art in the

world in which we live. Research covering main currents and great periods with resultant modern developments is required.

DEMERRITTE A. HISCOE

Three semester hours.

Art 104. Stage Design*

A study is made of the equipment, materials, and techniques available for the production of a modern stage performance. Analysis of the play book, interpretive set design, scene and prop construction, stage lighting and make-up are important elements of the course.

DEMERRITTE A. HISCOE

Three semester hours.

DEPARTMENT OF EDUCATION

MARGUERITE L. GOURVILLE, *Chairman*

GERTRUDE M. CUNNINGHAM

MARY E. MCGAUVAN

HELEN G. DRINAN

MARGARET R. SHANNON

Members of other departments who participate in the Professional Education Program:

HERMAN H. BRASE

DEMERRITTE A. HISCOE

WILLIAM R. FISHER

EDWARD T. KNOWLES

H. MARIE GARRITY

FRANCIS P. O'HARA

Ed. 201. Introduction to Education

Designed to provide an overview of education relative to its function in American society and its purposes, levels, personnel, control, and finance. The approach utilizes discussion, analysis of student background of school experiences, observation of children, and visitation. Here the student receives guidance and professional counselling relevant to the choice he will make in student teaching the following year.

GERTRUDE M. CUNNINGHAM

MARGUERITE L. GOURVILLE

Two semester hours.

Ed. 202. Child Growth and Development

The findings of research in child development serve as operational guides in the study and understanding of the child in the elementary school. An exploration is made of the principles underlying the development of the physical, mental, moral, emotional, social, motor, language, and creative growth of the child. Emphasis is placed on change in the child and the relationship between the school and such change. Provision is made for the observation of children in elementary schools, in schools for exceptional children, and in group activities sponsored by social agencies.

MARY E. MCGAUVAN

Three semester hours.

The Child and His Curriculum in the Elementary School: Course Sequence

The child and his development in the elementary school serves as a unifying core for the course sequence Ed. 221-229 which is designed for students majoring in Elementary Education and which they experience in the semester immediately preceding student teaching.

Guidance is directed toward student development of the ability to appraise, select, and apply effectively those instructional principles, procedures, and materials which contribute to the growth of the child in communicative and social understandings and abilities, quantitative and scientific concepts, healthful living, and creative expression.

Ed. 221. Communicative Arts: Reading in the Elementary Curriculum

The role of reading in the development of the child constitutes the basis for a critical analysis of fundamental issues and principles in the teaching of reading. Systematic consideration is given to all phases of the reading program. The contributions of research are evaluated in terms of their relation to basic principles and of their functional application.

MARGARET R. SHANNON

Three semester hours.

Ed. 222. Communicative Arts: Language Arts in the Elementary Curriculum

The focus of this course is the function of language in the development of the child, and the interrelationship which exists among the various phases of the language arts. Systematic consideration is given to the scope and sequence of the language program; primary emphasis is placed upon current practices in the development of the skills of listening, speaking, and writing.

GERTRUDE M. CUNNINGHAM

Two semester hours.

Ed. 223. Social Studies in the Elementary Curriculum

The analysis of social values and needs serves as one of the bases for determining curriculum experiences which will contribute to the development of social understandings and skills in children. Experience is given in organizing units of work and in planning citizenship programs. Through self-evaluation, the student is encouraged to balance and develop his own potentials for social living.

GERTRUDE M. CUNNINGHAM

Two semester hours.

Ed. 224. Arithmetic in the Elementary Curriculum

The logical sequence in arithmetic is studied with emphasis placed upon the acquisition of important mathematical meanings and relationships. Concrete approaches to abstract concepts, facts, operations, and

step processes are stressed. Attention is given to readiness, grouping, and manipulative materials.

HELEN G. DRINAN

Two semester hours.

Ed. 225. Science in the Elementary Curriculum

This course is planned to familiarize the student with the many opportunities for science experiences in the school program through participation in experiments, field trips, and audio-visual demonstrations suitable to and effective at the maturation levels of children.

HELEN G. DRINAN

Two semester hours.

Ed. 226. Health and Physical Education in the Elementary Curriculum

Experience is given in directing those games, rhythmical activities, singing games, posture and body mechanics which contribute to child growth. In the area of health education, emphasis is placed on the organization and content of health services, healthful living, and safety education.

H. MARIE GARRITY

Two semester hours.

Ed. 227. Art in the Elementary Curriculum

The psychology of children's creative art expression provides the base upon which this course is organized. Opportunity is provided for experience with a variety of art media which contributes to children's creative ability and which contributes to learning.

DEMERRITTE A. HISCOE

Two semester hours.

Ed. 228. Music in the Elementary Curriculum

The emphasis of this course is placed on developing those understandings and skills necessary in teaching children through the five areas of musical experience: singing, listening, rhythmic activity, playing, and creating; and on developing a knowledge of and facility in the use of available materials.

WILLIAM R. FISHER

Three semester hours.

Ed. 229. Observation of Children in the Elementary School: Required Supplementary Experience

The purposes, principles, and procedures developed in Ed. 221-228 give direction to observation experiences in the laboratory school classrooms and in other teaching-learning situations.

While emphasis is on the student's seeing normal classroom activities throughout the semester, he is guided to give special attention to a particular phase of the teaching-learning situation in each observation. College faculty members in the related field and the supervising teacher participate in the discussion following each observation.

MEMBERS OF THE EDUCATION DEPARTMENT

Non-credit.

Ed. 241. The Role of the Teacher in the Elementary Classroom

This course is designed for students majoring in special areas of Elementary Education such as Music. Guidance is directed toward developing the ability of the student to appraise, select, and apply effectively those methods and materials of instruction which contribute to the growth and development of children in the elementary school. The purpose of the course is to provide an opportunity, for the student majoring in a special area, to study the total program of the elementary school in order that he may become an integral part of this program.

HELEN G. DRINAN

Four semester hours.

Ed. 251. Student Teaching in the Elementary School

Growth, experience, and responsibility in teaching are developed through a practicum in elementary schools under the supervision of qualified teachers and principals. These teaching experiences, increased gradually until full responsibility is attained, are offered full time for one semester for students majoring in Elementary Education.

Individual student guidance is further provided through observation, demonstration and counselling by college faculty members of the Education Department who are consultants in each of the curriculum areas.

These teaching experiences are provided in two campus elementary schools (public schools of the city of Lowell) and in other cooperating school systems.

MARGUERITE L. GOURVILLE

AND

MEMBERS OF THE EDUCATION DEPARTMENT

Twelve semester hours.

Ed. 252. Student Teaching in the Elementary Classroom

Thirty full days of student teaching, two days a week for fifteen weeks, in an elementary classroom in a campus elementary school are required of students majoring in special areas of Elementary Education such as Music during the semester following completion of Ed. 241.

HELEN G. DRINAN

Two semester hours.

Ed. 261. Educational Seminar

Phases of ethics, school law, curriculum study, and new trends in elementary education are discussed. The members of the group re-evaluate their professional experiences. Some time is devoted to a consideration of the preparation for the first teaching position. Ed. 251 is prerequisite.

MARGUERITE L. GOURVILLE

Two semester hours.

Ed. 262. Meeting Special Needs and Abilities Through Reading

The special abilities, characteristics, and reading problems of exceptional children, and the relative merits of programs designed to meet the needs of these children are critically analyzed. Consideration is also given to the relation of disability in reading to child development.

The role of reading and literature in the solution of the personal and social problems of all children is examined and an exploration is made of children's literature. Ed. 221 is prerequisite.

MARGARET R. SHANNON

Three semester hours.

Ed. 263. Audio-Visual Aids to Learning

This course considers the value of and the need for audio-visual materials in the teaching-learning situation, types available, and the principles and techniques pertinent to their use. Analysis is made of a variety of aids: field trips, museums, models, objects, films, filmstrips, audio, and graphic materials. The course is, to a great extent, a laboratory one with provision for the application of the techniques and principles involved.

EDWARD T. KNOWLES

Two semester hours.

Ed. 264. Educational Tests and Measurements

This course considers the nature of measurement, its purpose and value in the learning situation, and the types of measuring techniques to be employed. Attention is given to the development of certain statistical concepts, facility in the selection and use of measuring instruments, and in the interpretation of the data secured.

HERMAN H. BRASE

Two semester hours.

Ed. 265. History and Philosophy of Education

The general purpose of the course is to construct a synthesis of the basic ideas of the foremost thinkers and teachers of civilization past and present. This general purpose, when achieved, will serve two specific purposes. First, the synthesis will be used as a frame of reference for the evaluation of contemporary American philosophies of education. Second, the synthesis will serve as a frame of reference to enable a prospective teacher to construct a philosophy of education for his guidance in teaching.

FRANCIS P. O'HARA

Three semester hours.

Ed. 266. Guidance in the Elementary School*

The integral relationship between guidance and teaching is set forth in this course. The organismic concept of child development is stressed. Techniques are suggested for recognizing and interpreting symptoms of maladjustment in children.

MARY E. MCGAUVAN

Three semester hours.

DEPARTMENT OF ENGLISH, SPEECH,
AND THEATER ARTS

JULIAN ROBERTS, *Acting Chairman*

WILLIAM C. BURTO

KALERVO KANSANNIVA

FORTUNATA C. CALIRI

JAMES M. RYAN

Eng. 301. The Techniques of Written Expression

This course is required of freshman students who demonstrate the need for improvement in written communication.

WILLIAM C. BURTO

Non-credit.

Eng. 302. The Techniques of Reading

This course is required of freshman students who demonstrate the need for improvement in their ability to read.

WILLIAM C. BURTO

Non-credit.

Eng. 303.* Principles of Effective Writing

This course includes the study and practice of the principles of effective written communication. The course aims to develop awareness of diction, style, and grammatical usage through the provision of frequent written assignments and their evaluation. It also includes the principles and techniques of preparing a research paper.

WILLIAM C. BURTO

FORTUNATA C. CALIRI

JAMES M. RYAN

Three semester hours.

Eng. 304. Creative Writing*

The principles and practices of creative writing as they apply to exposition, poetry, and short fiction are developed.

JULIAN ROBERTS

Three semester hours.

Eng. 305. Advanced Creative Writing*

This course provides workshop experiences in the application of the principles of creative writing.

JULIAN ROBERTS

Three semester hours.

Eng. 311. The Literary Heritage of Western Culture I

The study of man's relationship to God, to society, to individuals, and his attempts to discover his own nature forms the basis for an examination of representative works from the literature of Antiquity and the Medieval world.

WILLIAM C. BURTO

FORTUNATA C. CALIRI

JAMES M. RYAN

Three semester hours.

Eng. 312. The Literary Heritage of Western Culture II

The study of man's relationship to God, to society, to nature, and his attempts to discover his own potential is continued through an examination of representative selections from the literature of the Renaissance and the Enlightenment.

JULIAN ROBERTS
JAMES M. RYAN

Three semester hours.

Eng. 313. The Literary Heritage of Western Culture III

This course is a continuation of the study of those concepts fundamental to human life and thought involving the relationships of man to God, to society, to nature, and his efforts to discover his own nature through an examination of representative selections from the literature of the Romantic period to the present time.

JULIAN ROBERTS
JAMES M. RYAN

Three semester hours.

Eng. 314. An Approach to Poetry*

A study of various kinds of poetry, the course is designed to stimulate through critical analysis an appreciation of the nature and value of poetry.

WILLIAM C. BURTO

Three semester hours.

Eng. 315. British and American Poetry of the Twentieth Century*

A critical and historical study is made of the major poets of the twentieth century. Detailed consideration is given to the works of Auden, Eliot, Frost, Hardy, Hopkins, Housman, Thomas, and Yeats.

WILLIAM C. BURTO

Three semester hours.

Eng. 316. Shakespeare*

Interpretation is made of a selected number of the plays, including examples of the histories, tragedies, and comedies, to show the depth of the writer's insights into human values and the variety and scope of his mind. The course is supplemented by films and the music related to the plays.

FORTUNATA C. CALIRI

Three semester hours.

Eng. 317. The Short Story*

An examination is made of short stories of the modern world in an attempt to understand the nature of short fiction and its relation to modern life. The works of ten American and European writers are examined and discussed.

JULIAN ROBERTS

Three semester hours.

Eng. 318. American Literature of the Nineteenth and Twentieth Centuries*

A study is made of the major American writers between the early nineteenth century and the present day. Particular attention is given to an analysis of the impact on literature of such conflicting forces as romanticism, realism, and naturalism.

JAMES M. RYAN

Three semester hours.

Eng. 319. Twentieth Century Writers*

An analysis is made of some of the leading twentieth century writers, their techniques, and the dominant forces which shape contemporary literature.

JULIAN ROBERTS

Three semester hours.

Sp. 331-332. Oral Communication

This introductory course emphasizes the need for effectiveness in preparation and presentation in oral communication, and provides opportunities for study of and involvement in various kinds of communication experiences.

KALERVO KANSANNIVA

One semester hour, one year.

Sp. 333. Speech in Education

This general survey course helps the prospective teacher to develop a sound philosophy concerning the place of speech in his personal and professional life. Stress is placed upon practical problems in speech for all teachers, including study of the scientific approach to language, interpretive techniques, and the basic principles of speech pathology with corrective procedures.

KALERVO KANSANNIVA

Two semester hours.

Th. Arts 341. Modern Drama*

A critical study is made of the ideals, motives, and problems of modern life as revealed through a study of the methods and types of modern European and American drama from Ibsen through Miller.

KALERVO KANSANNIVA

Three semester hours.

Th. Arts 342. Stagecraft*

This course stresses the functional approach to the study of theater arts. Participation in such workshop activity as scenery designing, building, painting, and lighting translates theory into actual practice.

KALERVO KANSANNIVA

Three semester hours.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

ELIZABETH A. NEILSON, *Acting Chairman*

IGNATIUS A. CISZEK

H. MARIE GARRITY

Phys. Ed. 401-402, 403, 404-405. Physical Education Activity For Women:

The physical education program for the respective classes centers around the knowledges and skills involved in a variety of activities. Each succeeding year, the class work changes to permit the student to gain new understandings, skills, and appreciations for this area of education. Emphasis in the senior year is on a recreational program, and opportunities for coaching are provided.

Such activities as field hockey, basketball, softball, and volleyball enable the student to become familiar with team sports. The individual sports also receive equal attention in the program. They include archery, badminton, and tenniquoit.

A program of rhythms is included with emphasis on square and folk dancing.

The purpose of offering such a variety of activities is to enable the student to acquire such valuable qualities as social adaptation, leadership, poise, and respect for others.

H. MARIE GARRITY

ELIZABETH A. NEILSON

One-half semester hour each semester.

For Men:

Physical education for men in the freshman year is devoted to the attainment of a measure of physical fitness. This objective is sought through the medium of gymnastics and tumbling, and apparatus work. Fundamentals of various sport activities are also presented at this time.

The sophomore physical education program is similar to the freshman program with concentration on advanced skills in the activities. Teaching skills are presented during the latter part of the year.

The senior program consists mainly of recreational activities. Opportunities for learning coaching skills and officiating techniques are presented at this time.

IGNATIUS A. CISZEK

One semester hour each year.

Phys. Ed. 407. Rhythmic Activities

The emphasis of this course is on student participation in the following rhythmic activities: fundamental and creative rhythm, singing games, and folk, square, and social dancing. This course is designed for students majoring in Music Education.

MEMBERS OF HEALTH AND PHYSICAL EDUCATION DEPARTMENT

AND

WILLIAM R. FISHER

One semester hour

Health Ed. 410. Personal Health

This course presents to men and women who are majoring in Music Education the necessary knowledges and standards pertaining to personal health in order that they will be able to attain physical, mental, and social well-being as professional people.

IGNATIUS A. CISZEK

ELIZABETH A. NEILSON

One semester hour.

Health Ed. 411. Personal-Community Health

This course presents to men and women the necessary knowledges and standards pertaining to personal and community health in order that they will be able to attain physical, mental, and social well-being as professional people and as citizens in a community.

IGNATIUS A. CISZEK

ELIZABETH A. NEILSON

Two semester hours.

Health Ed. 412. Standard First Aid

The standard course in First Aid is offered in the sophomore year. It is organized primarily to prepare the student to administer first aid particularly to himself and to his family. Emphasis is given to the following needs: prevention, prompt medical attention, and understanding the common serious injuries. The course enables the student to receive the certificate offered by the American Red Cross upon completion of the requirements established by the department.

IGNATIUS A. CISZEK

One-half semester hour.

Health Ed. 413. Advanced First Aid*

This course includes the advanced practices and skills of first aid advocated by the American Red Cross. The student is eligible to receive the Advanced First Aid Certificate upon completion of the requirements established during the first meeting of the course. Though not a requirement of the course, the student wishing to receive his instructor's certificate is given an opportunity to complete additional work demanded by the American Red Cross.

IGNATIUS A. CISZEK

ELIZABETH A. NEILSON

Non-credit.

DEPARTMENT OF MODERN LANGUAGES

FRANCIS P. O'HARA, *Chairman*

HERMAN H. BRASE

DOMENIC R. PROCOPIO

Fr. 501. French Civilization*

The student is given a rapid review of the essentials of French grammar with special emphasis on phonetics and aural-oral drill. In addition a survey of French civilization is given in French. Two years of French in an accredited secondary school is prerequisite.

FRANCIS P. O'HARA

Three semester hours.

Fr. 502. Survey of French Literature*

This course is a general survey of French literature from the Middle Ages to the twentieth century. The lectures are implemented by written and oral reports on representative texts. The course is conducted in French. Three or more years of French in an accredited secondary school or the successful completion of Fr. 501 is prerequisite.

FRANCIS P. O'HARA

Three semester hours.

Ger. 511-512. German*

The student is introduced to the richly informative and vital cultural wealth of Germany through the study of the works of classical and romantic German literature. A thorough review of the essentials of grammar is given.

HERMAN H. BRASE

Six semester hours.

Ital. 521-522. Italian*

This is a beginning course in Italian, establishing through a comprehensive study of the grammar, a good foundation for the understanding of the language. The course is conducted as much as possible in Italian, stressing a natural pronunciation through conversation and oral reading. The student becomes acquainted with Italian culture as exemplified in simple literature and Italian songs and operas.

DOMENIC R. PROCOPIO

Six semester hours.

DEPARTMENT OF MUSIC

EDWARD F. GILDAY, JR., *Chairman*

J. THOMAS BIDLACK

WILLIAM R. FISHER

PAUL BREGOR

DOMENIC R. PROCOPIO

CYRUS D. THOMPSON

MUSIC HISTORY AND APPRECIATION

Mu. 601. Music Appreciation

This course gives the student an understanding of our cultural heritage and the background from which it is derived. The approach is through extensive guided listening, reading, and discussion. The course is designed for non-music majors.

J. THOMAS BIDLACK

Three semester hours.

Mu. 603-604. Music History and Literature

Great movements in the development of the art of music are taught, leading toward an understanding of the place of music in world culture. Analysis is made of recorded music and performances in music of the various periods.

PAUL BREGOR

Six semester hours.

Mu. 607. Music of the Renaissance and Baroque*

A survey is made of one of the most fruitful and interesting periods in history, showing the effect of the changing times upon music. Recordings are used for illustration. The course is designed for non-music majors; no technical background is required.

PAUL BREGOR

Three semester hours.

Mu. 608. Music of the Classic and Romantic Eras*

A study is made of significant social movements and their effect upon music from Haydn to Wagner. Piano performances and recordings are used for illustration. The course is designed for non-music majors; no technical background is required.

PAUL BREGOR

Three semester hours.

BASIC MUSIC

Mu. 611. Music Experiences

This course provides a wider and advanced understanding of the fundamentals of the art of music. Completion of this course requires facility in reading with syllables and text, music of moderate difficulty. Special emphasis is placed on individual skill. The course is designed for non-music majors.

CYRUS D. THOMPSON

Non-credit.

Mu. 612. Advanced Music Experiences*

A continuation of the work in Mu. 611 is made, advancing to more difficult music. The course includes the study of notation, melody writing, and part singing. Special emphasis is placed on the development of each individual student. The course is designed for non-music majors.

CYRUS D. THOMPSON

Three semester hours.

Mu. 621. Theory I

This course concentrates mainly on solfege, developed by singing at sight, and on ear training, developed by rhythmic, melodic, and simple chordal dictation. The understanding and handling of music notation are brought about through the music studies.

DOMENIC R. PROCOPIO

Three semester hours.

Mu. 622. Theory I

This course continues the work in Mu. 621, advancing to more difficult music. The study of harmony is begun, progressing to four-part harmonization of melodies using the primary and secondary chords and non-harmonic tones as exemplified in the music of the eighteenth century. Keyboard harmony, harmonic dictation, harmonic analysis, and creative work are integrated with the written exercises.

DOMENIC R. PROCOPIO

Three semester hours.

Mu. 623. Theory II

This course is a continuation of harmony, progressing to simple modulation, secondary dominants, and secondary second chords. Corresponding progress is made in the integrated studies: keyboard harmony, harmonic dictation, harmonic analysis, and creative work.

DOMENIC R. PROCOPIO

Three semester hours.

Mu. 624. Theory II

This completes the study of harmony, including altered chords, chromatic modulation, and the more advanced harmonic usages leading to contemporary practices. The integrated studies listed in Mu. 623 progress to the nineteenth century style in music. Harmonic and structural analysis are included.

DOMENIC R. PROCOPIO

Three semester hours.

Mu. 626. Theory III

This course in counterpoint is the study of the vocal polyphony of the sixteenth century, based on modality, and the study of the vocal and instrumental polyphony of the eighteenth century, based on tonality. Choral arranging in these two styles is strongly emphasized. Analysis is made of representative music of the sixteenth and eighteenth centuries from a contrapuntal point of view.

DOMENIC R. PROCOPIO

Three semester hours.

Mu. 628. Theory IV

This course consists of the study of instrumentation and orchestration, consisting mainly of the writing of music for all orchestral instruments individually and in combination. The student writes orchestral transcriptions of piano music, arrangements for public school groups and for instrumental ensembles in the college, and original compositions. Score reading is studied through the analysis of representative scores of composers from 1700 to the present.

DOMENIC R. PROCOPIO

Three semester hours.

PERFORMANCE

Instrumental Techniques

Mu. 631. Instrumental Class: String

An intensive course of class instruction in the fundamentals underlying the playing of string instruments. The student is expected to gain skill for beginning teaching and demonstration purposes. After an adequate skill is acquired, easy ensemble literature appropriate for use in school is read.

J. THOMAS BIDLACK

Two semester hours.

Mu. 633. Instrumental Class: Woodwind

An intensive course of class instruction in the fundamentals underlying the playing of woodwind instruments. The student is expected to gain skill for beginning teaching and demonstration purposes. After an adequate skill is acquired, easy ensemble literature appropriate for use in school is read.

CYRUS D. THOMPSON

Two semester hours.

Mu. 635. Instrumental Class: Brass

An intensive course of class instruction in the fundamentals underlying the playing of brass instruments. The student is expected to gain skill for beginning teaching and demonstration purposes. After an adequate skill is acquired, easy ensemble literature appropriate for use in school is read.

CYRUS D. THOMPSON

Two semester hours.

Mu. 636. Instrumental Class: Percussion

An intensive course of class instruction in the fundamentals underlying the playing of percussion instruments. The student is expected to gain skill for beginning teaching and demonstration purposes. After an adequate skill is acquired, easy ensemble literature appropriate for use in school is read.

CYRUS D. THOMPSON

Two semester hours.

Mu. 638. Instrumental Organization and Conducting

Advanced baton technique, score reading, and principles of instrumental interpretation are considered in this course. This is a laboratory course in the problems encountered in school bands, orchestras, and ensembles. Study is made of suitable music literature from small ensemble to symphony, orchestra, and band. Discussion of the techniques of organization of instrumental programs is provided.

J. THOMAS BIDLACK

Two semester hours.

Choral Techniques

Mu. 641. Elementary Conducting

This course offers training in the technique of the baton as preparation for advanced instrumental and choral conducting. Using the class as a laboratory group, each student is given opportunity to conduct simple music, carefully selected to acquaint him with the basic problems of conducting, and their solutions.

EDWARD F. GILDAY, JR.

Three semester hours.

Mu. 642. Advanced Choral Conducting

The many techniques involved in training and conducting a chorus are demonstrated, studied, and practiced. At the same time an acquaintance is gained with a wide repertoire of the choral music of many schools. Each student has numerous opportunities to conduct the class.

EDWARD F. GILDAY, JR.

Three semester hours.

Mu. 643-644. Vocal and Choral Techniques

The course is designed to prepare the student to handle vocal problems on both an individual and group basis. Training is given in basic choral techniques such as diction, blend, pitch, balance, attacks, and releases. Through class demonstrations and discussions the student learns how to train and develop voices individually and collectively.

EDWARD F. GILDAY, JR.

Six semester hours.

Keyboard Techniques

Mu. 651-652, 653-654, 655-656. Functional Piano

Experience has shown that all music teachers have a constant need for some ability at the piano. All students majoring in Music Education are required to develop a functional proficiency at the keyboard as one of the requirements for the degree. To assist them, the department offers class-piano instruction without charge, beginning in the freshman year and continuing until the required proficiency is attained. The student is examined periodically to determine his rate of progress.

PAUL BREGOR

One semester hour each semester.

Solo Techniques

Mu. 658-659. Major Performance Area

Every student majoring in Music Education is required to present a recital during his senior year which will demonstrate a high degree of proficiency in his instrument or voice. The program is given publicly for the student body or privately for a faculty committee. Each student is assigned a faculty advisor with whom he consults concerning the program and its performance.

EDWARD F. GILDAY, JR.

AND

MEMBERS OF THE MUSIC DEPARTMENT Three semester hours for the year.

Ensembles

Mu. 661-662-663-664-665-666-667-668. Ensemble

To fulfill the requirements each student majoring in Music Education is required to participate in any *two* of the following activities in each of the eight semesters.

Concert Choir

The Concert Choir is open to a limited number of students selected by audition. The members study a wide variety of choral compositions and perform frequently in public and at college functions.

EDWARD F. GILDAY, JR.

One-half semester hour each semester.

Laboratory Chorus

The standard choral literature is studied and occasional public performances are given. This chorus is required of all students majoring in Music Education who do not qualify for the Concert Choir.

DOMENIC R. PROCOPIO

One-half semester hour each semester.

Women's Chorus

The Women's Chorus studies the literature for women's voices and participates in occasional public performances. Discussions and demonstrations dealing with the problems unique to women's voices are a part of the chorus work.

EDWARD F. GILDAY, JR.

One-half semester hour each semester.

Male Glee Club

The Male Glee Club is open to all qualified students in the college. The purpose of the club is to carry on its activities with the intent of learning many selections which are suitable for public performance.

CYRUS D. THOMPSON

One-half semester hour each semester.

Concert Band

Advanced instrumentalists are eligible for the Concert Band. Assignment to this organization is made on the basis of audition. The course offers experience in band techniques and routine. Works from standard and contemporary repertoire are studied and performed in public concert. Opportunity is offered for ensemble and solo performance with band accompaniment.

CYRUS D. THOMPSON

One-half semester hour each semester.

Laboratory Band

This laboratory course is offered to students majoring in Music Education other than those who qualify for the Concert Band in order to give them ensemble experience on a band instrument. The repertoire for this group is limited to elementary and intermediate material. This band is an extension of the instrumental courses: Mu. 633, 635, and 636.

J. THOMAS BIDLACK

One-half semester hour each semester.

Orchestra

Advanced instrumentalists are eligible for the orchestra. Assignment to this group is made on the basis of audition. Besides its work on the standard orchestra repertoire the orchestra is used as a laboratory for student compositions.

J. THOMAS BIDLACK

One-half semester hour each semester.

College Chorus

The College Chorus is open to all qualified students in the college. Major choral works are studied and prepared for public performance. Qualified students have the opportunity to rehearse and perform as soloists with the chorus in oratorio and advanced choral music literature.

EDWARD F. GILDAY, JR.

Non-credit.

Small Ensembles

So far as it is possible, students are organized into small ensembles such as string quartets, madrigal groups, brass or woodwind ensembles, under faculty supervision, to encourage study and performance in this type of musical activity.

MEMBERS OF THE MUSIC DEPARTMENT

Non-credit

PROFESSIONAL MUSIC EDUCATION

Mu. Ed. 671. Music Methods and Materials in the Elementary School

Emphasis is placed upon developing those skills and understandings necessary in teaching children in the elementary school through the five areas of musical experience: singing, listening, rhythmic activity, playing, and creating, and on acquiring a working knowledge of the available materials. The course is similar to Ed. 228 with special reference to the problems of the music educator.

WILLIAM R. FISHER

Three semester hours.

Mu. Ed. 672. Music Methods and Materials in the Secondary School

This course helps the student to develop a suitable music program for grades seven to twelve inclusive. The major topics included are: the application of philosophy of music education to the secondary level; professional attitudes and relationships; the aims, content, organization, teaching techniques, and means of evaluation of required and elective courses; and the evaluation of material and its interpretation in developing teaching techniques.

J. THOMAS BIDLACK

WILLIAM R. FISHER

Three semester hours.

Mu. 638. Instrumental Organization and Conducting

The course description may be found under the performance area.

J. THOMAS BIDLACK

Two semester hours.

Mu. Ed. 675. Supervision of Music Education

This course examines the role of the director or supervisor of music in his total professional capacity. Discussion is based upon such prob-

lems as supervising techniques, administrative duties, curriculum development, scheduling, evaluating, purchase of equipment and supplies, and professional ethics and affiliations.

WILLIAM R. FISHER

Three semester hours.

Mu. Ed. 681. Student Teaching: Elementary School

Observation and student teaching in the music area of the elementary school under skilled supervision are provided. Opportunities are given for the practical application of the principles and techniques emphasized in the courses in music education, with experience in the use of the recommended materials. These teaching experiences are provided in two campus elementary schools (public schools of the city of Lowell).

WILLIAM R. FISHER

Two semester hours.

Mu. Ed. 682. Student Teaching: Secondary School

Observation and student teaching in the music areas of the secondary school are provided. Opportunities are given for the practical application of the principles and techniques emphasized in the course in music education in the secondary school. These teaching experiences are provided in two campus schools (public schools of the city of Lowell) and in other cooperating school systems.

WILLIAM R. FISHER

AND

MEMBERS OF THE MUSIC DEPARTMENT

Two semester hours.

Mu. Ed. 683. Student Teaching: All Levels

Observation and student teaching in the music areas of the elementary, junior high, and senior high schools are provided. Opportunities are given for the practical application of the principles and techniques emphasized in all courses in music education as well as an opportunity to observe the music educator in his total capacity. These teaching experiences are provided in two campus schools (public schools of the city of Lowell) and in other cooperating school systems.

WILLIAM R. FISHER

AND

MEMBERS OF THE MUSIC DEPARTMENT

Two semester hours.

DEPARTMENT OF PHILOSOPHY AND PSYCHOLOGY

HERMAN H. BRASE, *Acting Chairman*

FRANCIS X. GUINDON

FRANCIS P. O'HARA

Psych. 701. General Psychology

This course deals with the total processes of growth and development through the first twenty years. The psychological principles governing the growth and development of the individual's thought,

feelings, and behavior are related to their practical application in the classroom. The learning process is developed in considerable detail.

HERMAN H. BRASE

FRANCIS X. GUINDON

FRANCIS P. O'HARA

Three semester hours.

Phil. 711. Logic and Epistemology*

An introduction to philosophy is made through an examination of the functioning of simple comprehension, judgment, and reasoning in determining the existence and nature of objectively valid knowledge, certitude, and logical truth. Consideration is given to the nature of the acts of the mind, the sources of certain knowledge, deductive and inductive reasoning, the validity of universal ideas, and objective evidence as the universal criterion of truth.

FRANCIS X. GUINDON

FRANCIS P. O'HARA

Three semester hours.

Phil. 712. Philosophical Ideas in the United States*

This course deals with the development of thought in the United States from Puritanism to Pragmatism. Emphasis is placed on the European roots of some of the major American philosophical developments. The educational implications are discussed. The bearing of the whole development of thought upon the present era is considered.

HERMAN H. BRASE

Three semester hours.

Phil. 713. The Thinkers*

This course examines the lives and writings of the great thinkers of the past whose ideas are exercising the greatest influence upon contemporary thinking.

FRANCIS P. O'HARA

Three semester hours.

DEPARTMENT OF SCIENCE AND MATHEMATICS

JOHN J. FISHER, *Chairman*

PATRICIA E. GEHRT

AUDREY C. HUGHES

WILLIAM H. MALONE

Sci. 801-802. Biological Science

The principles of the biological sciences are taught with emphasis on general biological concepts and modes of scientific approach to biological problems. Laboratory work is an integral part of the course.

JOHN J. FISHER

PATRICIA E. GEHRT

Six semester hours.

Sci. 803-804. Physical Science

This course is based on the development of the broad theories and principles of motion oriented to an understanding of the major scientific explanations of phenomena associated with the solar system, kinematics, heat, and matter in the gaseous state.

The major emphasis is placed on understanding scientific generalizations of observable facts concerned with the properties and the structure of matter. Topics are drawn from fields of geology, chemistry, magnetism, and electricity, and theories of the structure of atoms. Laboratory work is an integral part of the course.

PATRICIA E. GEHRT

WILLIAM H. MALONE

Six semester hours.

Sci. 805. Physical Science

A study is made of those fundamentals of mechanics, magnetism, electricity, and sound necessary for an understanding of the production, transmission, and reproduction of musical sounds. The course is designed for students majoring in Music Education.

WILLIAM H. MALONE

Three semester hours.

Sci. 806. Problems in Human Physiology*

The purpose of this course is to acquaint the student with the function of the human body through the study of a number of physiological problems. Since this presentation requires the description of the chemical and physical processes occurring in the living organism, a background knowledge of the biological and physical sciences is required.

JOHN J. FISHER

Three semester hours.

Sci. 807. Problems in Advanced Biology*

The scope of this course includes problems of disease, immunological reactions, endocrinology, embryology, bacteriology, and parasitology. The selection of specific problems is dependent upon the interests of the students and the current research in the field.

AUDREY C. HUGHES

Three semester hours.

Sci. 808. The History of Science*

This course is designed to give students an understanding of the historical development of technology and scientific thought; an understanding of the relationship between the theoretical and the practical; and an appreciation of the interaction of science and society in the development of modern civilization.

WILLIAM H. MALONE

Three semester hours.

Math. 811. Mathematics Skills

This course is required of freshman students who demonstrate the need for improvement in their mathematical skills.

AUDREY C. HUGHES

Non-credit

Math. 812. General Mathematics

This is a general education course designed to give the student opportunities to think through quantitative situations; to appreciate the concise, precise rigor of the number system as a means of communication; to gain insight into the fundamental processes of calculation. Unfamiliar number systems are developed and used with the fundamental processes. Problems based on principles of algebra, trigonometry, logarithms, and ratio are used to generalize and extend the fundamental concepts of the exponential number system.

AUDREY C. HUGHES

Three semester hours.

Math. 813. General Mathematics

This is a general education course designed to give the student opportunities to think through quantitative situations; to appreciate the number system as a means of communication; to gain insight into the fundamental processes of calculation. Topics from algebra and trigonometry are used to generalize and extend the fundamental concepts of the exponential number system. The course is designed for students majoring in Music Education.

AUDREY C. HUGHES

Two semester hours.

Math. 814. Mathematical Analysis*

This course presents a systematic study of many different modes of variation, guides the student to discover exact relations between varying quantities, and to devise suitable methods of making any necessary calculations. The course includes topics from elementary analytic geometry, elementary calculus, and trigonometry.

AUDREY C. HUGHES

Three semester hours.

DEPARTMENT OF SOCIAL SCIENCES

FRANCIS P. O'HARA, Chairman

IGNATIUS A. CISZEK

FRANCIS X. GUINDON

JOHN R. FITZGERALD

EDWARD T. KNOWLES

THOMAS A. MALLOY, JR.

Hist. 901-902. History of Western Civilization

Principles of history are analyzed in terms of their applicability to the growth and development of western culture patterns. Periodically, most problems are assigned for class discussion and analysis. A search

for the root sources is emphasized in seeking solutions to the stated problems.

THOMAS A. MALLOY, JR.

Six semester hours.

Hist. 903. Modern European History

A study is made of Western European civilization in modern times. The influence of the Middle Ages, the Renaissance, and the Reformation on the succeeding political and social eras is traced as a background to an understanding of contemporary European political and social problems. The course is designed for students majoring in Music Education.

FRANCIS X. GUINDON

Three semester hours.

Hist. 904. United States History

A comprehensive examination is made of the development of American ideals and institutions which form the basis of the American way of life. Areas in every period of our history that contributed to this study are carefully analyzed. Much attention is given to the historical backgrounds out of which have developed our social, political, and economic problems.

JOHN R. FITZGERALD

Three semester hours.

Hist. 905. United States History and Government

An extensive survey is made of the Constitution of the United States insofar as it contributed to the development of American ideals and institutions. An attempt is made to show how the American people were able to solve major problems within the framework of the Constitution. The course is designed for students majoring in Music Education.

JOHN R. FITZGERALD

Three semester hours.

Hist. 906. American Colonial History*

This is a survey course in the history of the colonial areas of North America which were to become incorporated into the original United States of America. Projects and problems are assigned within the period beginning with Elizabethan interest in colonial development and carrying through the American Revolutionary War. Particular emphasis is placed upon the growth and development of culture practices and institutional patterns within the colonies of New England and of the Chesapeake Bay region.

THOMAS A. MALLOY, JR.

Three semester hours.

Hist. 907. Problems of Contemporary American Life*

This course concentrates on the major problems of American contemporary life. An attempt is made to evaluate the causes, effects, and treatment of some of our social and economic problems with reference

to the influence of science upon human experience. Several specific problems are analyzed. These include the problems of alcoholism, war, leisure and recreation, race relations, crime, housing, full employment, and social security. Extensive use is made of films, recordings, and slides.

JOHN J. FITZGERALD Three semester hours.

Hist. 908. The Far East in Modern Times*

This course is designed primarily as a survey of the history of the Far East. Emphasis is placed on the political, social, and economic growth of Japan, China, India, Korea, and Manchuria. Major attention is given to the modern period and to contemporary problems.

JOHN R. FITZGERALD Three semester hours.

Gov. 911. United States Government

The purpose of this course is to acquaint the student with the origin, development, and functioning of the United States Government, stressing an understanding of the Federal Constitution, legislative procedures, powers and duties of the President, and the importance of the Judiciary.

JOHN R. FITZGERALD Three semester hours.

Gov. 912. Problems in State and Local Government*

This course is designed to help the student understand and meet the responsibilities of American citizenship. Cases (selected from textual materials, observation, and news reports) to illustrate the powers, organizations, and functions of the local units of government are assigned for analysis. Through discussion and lectures, the student examines the relationships of local governments to the state governmental structure. Where possible, Massachusetts government serves as the basis for illustration. Analysis of field situations, making of field surveys and field trips, and the use of the interview are encouraged.

THOMAS A. MALLOY, JR. Three semester hours.

Geog. 921-922. Principles of Geography

The course concerns the physical elements in geography and their relation to the habitats of man. Such factors as the origin and evolution of the surface features of the earth, the oceans and inland waters, and the atmosphere and its circulation are studied in an attempt to show how these factors control man's use of the earth's surface.

EDWARD T. KNOWLES Six semester hours.

Geog. 923. Economic Geography*

The aim of this course is to develop geographic understanding of world patterns of present and potential producing and consuming areas,

through a study of regional work and trade activities in their natural environmental and inter-regional relationships.

EDWARD T. KNOWLES

Three semester hours.

Soc. 931. Principles of Sociology

This course includes a study of society, culture, places, people, basic institutions and processes, control and change as they affect man's social life.

FRANCIS X. GUINDON

Three semester hours.

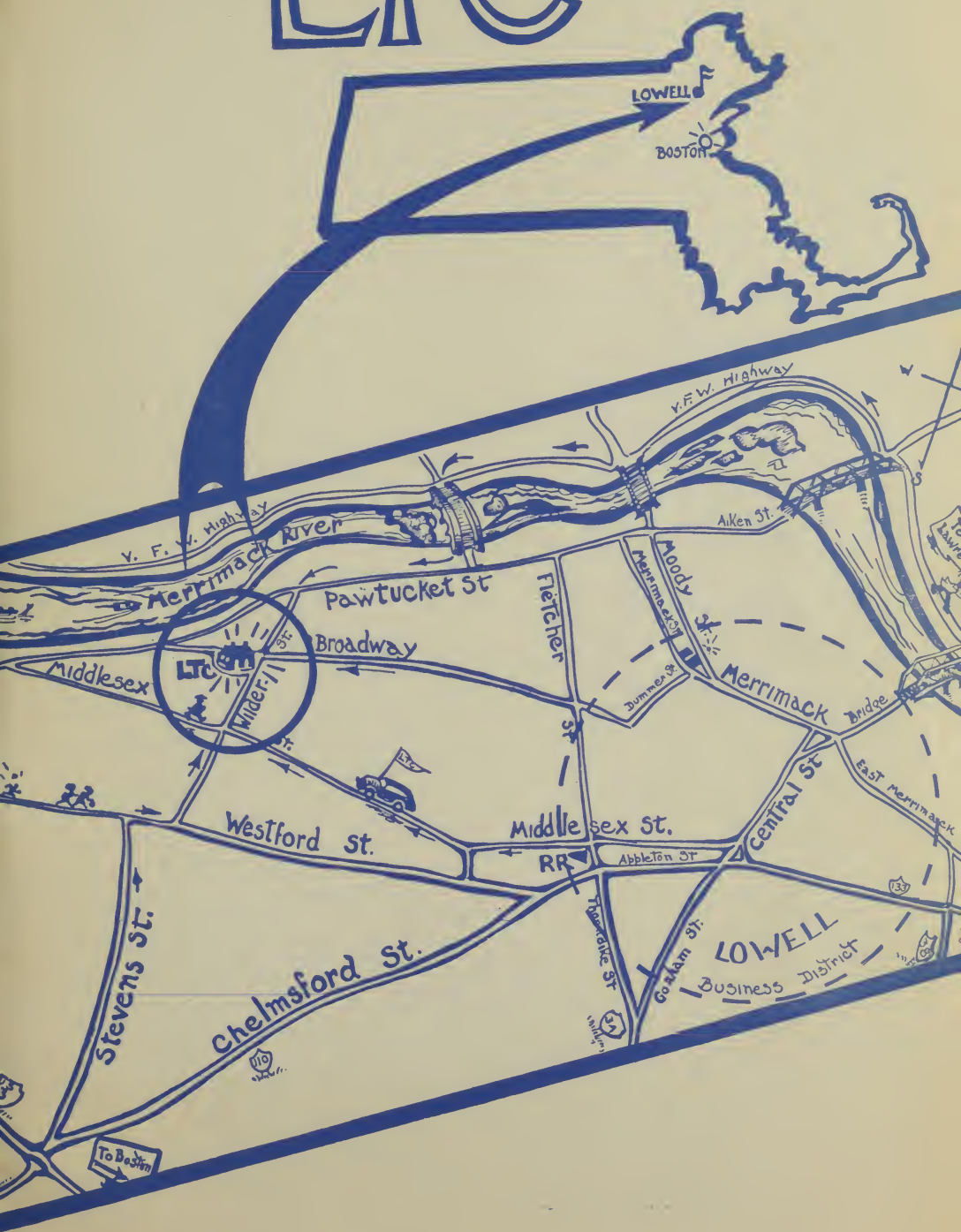
Econ. 941. Principles of Economics*

This course is designed to enable students to evaluate policies which concern their own as well as local, national, and international economic problems.

IGNATIUS A. CISZEK

Three semester hours.

LTC



Park Ave



THE COMMONWEALTH OF MASSACHUSETTS